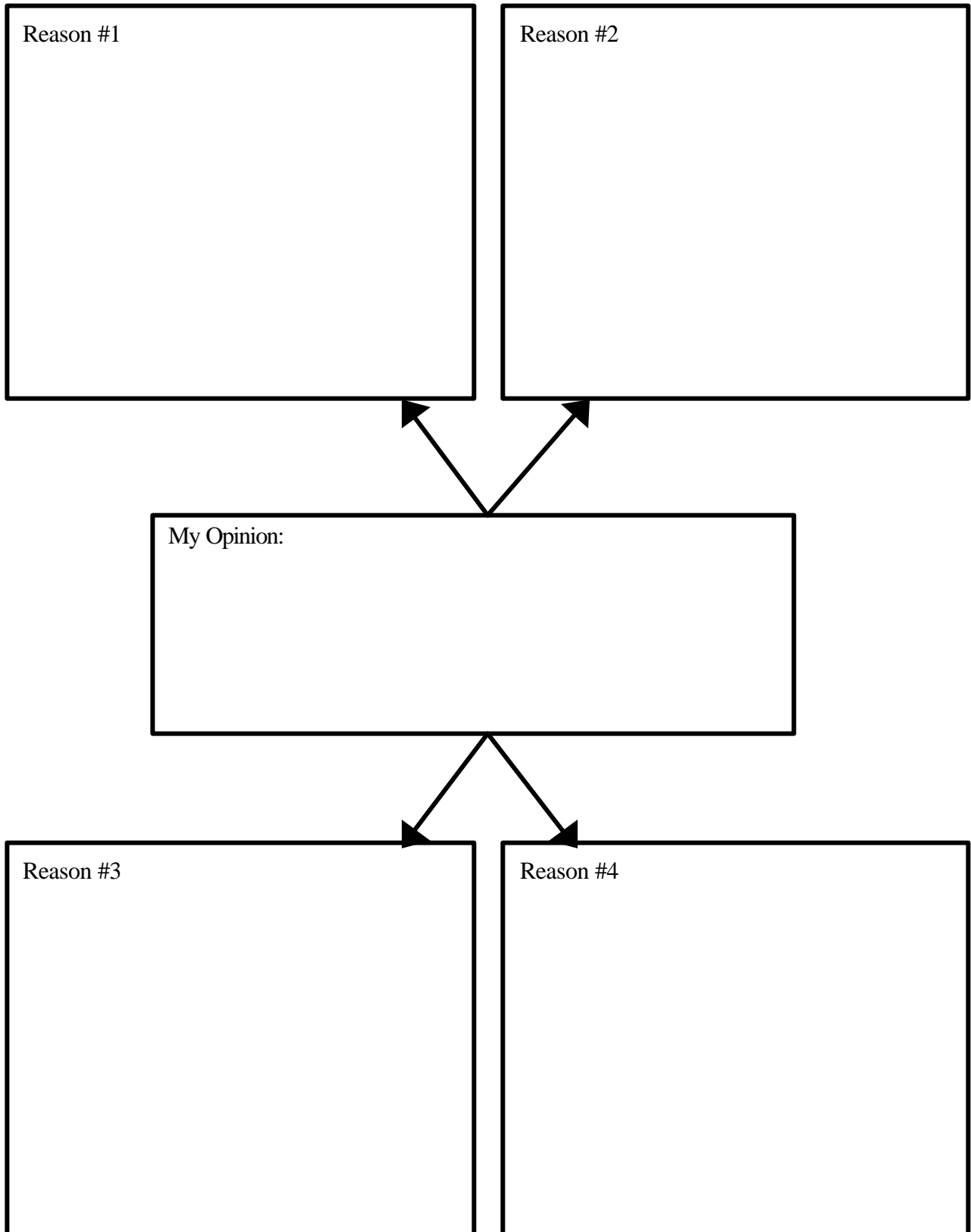


# CONCEPT MAP

Name: \_\_\_\_\_ Date: \_\_\_\_\_



GO.22.4

# MY OPINION

## A GRAPHIC ORGANIZER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Opinion:**


**My Reasons:**

1. _____

2. _____

3. _____

Name \_\_\_\_\_  
Date \_\_\_\_\_

Class \_\_\_\_\_  
Block / Period \_\_\_\_\_

### **CEI: Claim, Evidence and Interpretation**

**Claim:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evidence:** Examples, quotes, textual references that support the claim . . .

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interpretation:** An explanation and/or analysis of the evidence . . .

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## PERSUASIVE ESSAY ORGANIZER

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### INTRODUCTION

Main Idea Topic Sentence: \_\_\_\_\_

Supporting Reasons:   Body 1 \_\_\_\_\_

                                  Body 2 \_\_\_\_\_

                                  Body 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #1

Reason #1 \_\_\_\_\_

    Detail/Example 1 \_\_\_\_\_

    Detail/Example 2 \_\_\_\_\_

    Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #2

Reason #2 \_\_\_\_\_

    Detail/Example 1 \_\_\_\_\_

    Detail/Example 2 \_\_\_\_\_

    Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### BODY #3

Reason #3 \_\_\_\_\_

    Detail/Example 1 \_\_\_\_\_

    Detail/Example 2 \_\_\_\_\_

    Detail/Example 3 \_\_\_\_\_

Conclusion sentence: \_\_\_\_\_

### CONCLUSION

Restate Main Idea: \_\_\_\_\_

Restate Supporting Reasons: 1 \_\_\_\_\_

  2 \_\_\_\_\_

  3 \_\_\_\_\_

Recommendations and/or Predictions: \_\_\_\_\_

**GO.22.2**

# PERSUASIVE WRITING GRAPHIC ORGANIZER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Opening Sentences:

Transition Word or Phrase

Reason #1 Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Supporting Details:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Transition Word or Phrase

Reason #2 Topic Sentence: \_\_\_\_\_

---

---

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Transition Word or Phrase

Reason #3 Topic Sentence: \_\_\_\_\_

---

---

Supporting Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Concluding Summary: \_\_\_\_\_

---

---

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---

---

What vocabulary words will I use to make my argument in a strong but polite way? \_\_\_\_\_

---

---

---

---

---

---

# PERSUASIVE PLANNING SHEET

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Paragraph One: Introduction

Introductory Statement: \_\_\_\_\_

\_\_\_\_\_

Background Information: \_\_\_\_\_

\_\_\_\_\_

Main Transition Sentence to Bodies (State your opinions and three reasons): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph Two: Body 1

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Support one: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support two: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support three: \_\_\_\_\_

*Example:* \_\_\_\_\_

Closing/Transition Sentence: \_\_\_\_\_

Paragraph Three: Body 2

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Support one: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support two: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support three: \_\_\_\_\_

*Example:* \_\_\_\_\_

Closing/Transition Sentence: \_\_\_\_\_



Paragraph Four: Body 3

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Support one: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support two: \_\_\_\_\_

*Example:* \_\_\_\_\_

Support three: \_\_\_\_\_

*Example:* \_\_\_\_\_

Closing/Transition Sentence: \_\_\_\_\_

Paragraph Five: Rebuttal

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_

Objection one: \_\_\_\_\_

\_\_\_\_\_

Rebuttal: \_\_\_\_\_

\_\_\_\_\_

Objection two: \_\_\_\_\_

\_\_\_\_\_

Rebuttal: \_\_\_\_\_

\_\_\_\_\_

Objection three: \_\_\_\_\_

\_\_\_\_\_

Rebuttal: \_\_\_\_\_

\_\_\_\_\_

Closing sentence: \_\_\_\_\_

Paragraph Six: Conclusion

Restatement of Opinion: \_\_\_\_\_

\_\_\_\_\_

Powerful Ending: \_\_\_\_\_

\_\_\_\_\_

# PERSUASIVE PLANNER

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## *Introduction:*

Introductory Sentence:

Background Information:

Main Transition Sentence (Opinion, \*1, \*2, \*3):

## *Body 1:*

\*1 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

## *Body 2:*

\*2 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

*Body 3:*

\*3 Topic Sentence (one main reason):

?? Supporting Argument 1:

Example:

?? Supporting Argument 2:

Example:

?? Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

*Rebuttal:*

Topic Sentence (conciliatory tones):

✍✍Objection 1:

Rebuttal:

✍✍Objection 2:

Rebuttal:

✍✍Objection 3:

Rebuttal:

Transition/Closing Sentence:

*Conclusion:*

Restated Opinion (*Hint: re-read introduction*):

Powerful Ending Statement:

**GO.22.6.b**

# ADVANTAGES vs. DISADVANTAGES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Advantages	Disadvantages

My position on \_\_\_\_\_ is: \_\_\_\_\_.

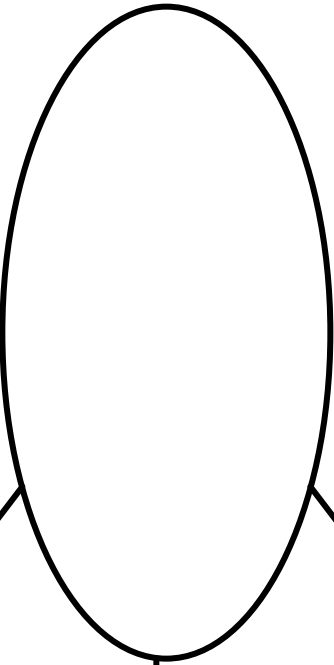
Assessment list for task:	Points Possible	Points Earned Assessed By	
		Self	Teacher
1. Brainstorm form is completed with sufficient details.	_____	_____	_____
2. Form contains relevant information and facts from relevant articles.	_____	_____	_____
3. Position is stated.	_____	_____	_____
TOTAL:	_____	_____	_____

**GO.22.13**

## DISCUSSION WEB

Name: \_\_\_\_\_

Date: \_\_\_\_\_

NO		YES
	<b>QUESTION</b> 	
<b>CONCLUSION</b> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>		

## PREPARING TO WRITE YOUR LETTER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Arguments Against \_\_\_\_\_

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

## PREPARING TO WRITE YOUR LETTER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Arguments For \_\_\_\_\_

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

# DEBATE PLANNING CHART

## STATING DEBATE ISSUES

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>PROPOSITION:</b>	
<b>POSSIBLE AFFIRMATIVE ARGUMENTS</b>	<b>POSSIBLE NEGATIVE ARGUMENTS</b>



# DEBATE PLANNING CHART

## SIGNIFICANCE OF ARGUMENTS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Least Significant Argument</b>	
<b>Most Significant Argument</b>	

GO.22.15

# DECISION-MAKING MODEL

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Problem

Goal(s)

Alternatives	Pros (+) & Cons (-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)

Decision(s)

Reason(s)

GO.22.11

## Prompts To Use When Citing Information from a Source

According to the author/a character,

The author states that ... (*Author's name*) states, "..."

In (*name the article*) the author writes, "...".

As illustrated in (source type), it is argued that \_\_\_\_

The author feels \_\_\_\_ OR The writer asserts that \_\_\_\_

The position of name or name of character is \_\_\_\_

According to the author, \_\_\_\_

As specified by \_\_\_\_ OR \_\_\_\_ is specified by \_\_\_\_

As documented by \_\_\_\_ OR \_\_\_\_ documents this \_\_\_\_

As indicated in/by (*the graph, chart*),

Based on the (*bar graph, chart, source type*) it is evident that \_\_\_\_

As shown in \_\_\_\_ (*source type*) \_\_\_\_

After (*the character's action*) it is clear that \_\_\_\_

\_\_\_\_ provides additional evidence.

\_\_\_\_ is documented in (source).

\_\_\_\_ shows the reader/audience that \_\_\_\_

\_\_\_\_ proves that \_\_\_\_

For example, in \_\_\_\_ (*source type*), ...

Evidence of this point is reflected when (author, character) \_\_\_\_

Another example of this is demonstrated by/in \_\_\_\_.

An indication of this is \_\_\_\_

\_\_\_\_ provides an additional example.

As evidenced by \_\_\_\_ OR \_\_\_\_ provides evidence of OR \_\_\_\_ is exemplified by \_\_\_\_

A rationale for this point of view is \_\_\_\_ OR \_\_\_\_ provides a rationale for this argument.

As demonstrated in \_\_\_\_ OR \_\_\_\_ demonstrates this point.

\_\_\_\_ supports this argument.

In support of this position, one can refer to \_\_\_\_ who states, "..."

## Language for Drawing Inferences

From \_\_\_\_\_, one can infer that \_\_\_\_\_

When \_\_\_\_\_ says \_\_\_\_\_, it can be inferred that \_\_\_\_\_

This indicates that \_\_\_\_\_ OR \_\_\_\_\_ is also indicated

One can hypothesize that \_\_\_\_\_ OR \_\_\_\_\_ can also be hypothesized.

\_\_\_\_\_ could be hypothesized from \_\_\_\_\_

The evidence suggests that \_\_\_\_\_ OR \_\_\_\_\_ could also be suggested by the evidence.

It can be concluded that \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ would be a logical conclusion.

One conclusion that can be drawn is \_\_\_\_\_ Another conclusion would be \_\_\_\_\_

One could argue that \_\_\_\_\_ OR \_\_\_\_\_ could also be argued.

It can be assumed that \_\_\_\_\_ OR \_\_\_\_\_ can also be assumed.

The fact that \_\_\_\_\_ suggests \_\_\_\_\_ OR \_\_\_\_\_ is suggested by the fact that \_\_\_\_\_

Another possibility is \_\_\_\_\_ OR \_\_\_\_\_ is another possibility.

An alternative interpretation is \_\_\_\_\_ OR \_\_\_\_\_ is an alternative interpretation.

## Language for stating how one source/person AGREES with another

\_\_\_\_\_ agrees with the author that \_\_\_\_\_

\_\_\_\_\_ concurs with \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ supports that opinion in (*cite article/or give quote*).

Support for this point of view can be found in name of source.

This position is supported by (affirmed by) \_\_\_\_\_ who states that, "...)

\_\_\_\_\_ also argues that point of view when s/he writes, "...".

Additional evidence for this argument is provided in \_\_\_\_\_.

Author's name/source agrees that \_\_\_\_\_.

Author's name provides consenting evidence in source. S/he states, "..."

Like (*name of the first author, name of the second author*) \_\_\_\_\_ asserts that \_\_\_\_\_

Both \_\_\_\_\_ and \_\_\_\_\_ argue that \_\_\_\_\_.

Each source indicates that \_\_\_\_\_. OR \_\_\_\_\_ is indicated by each source.

\_\_\_\_\_’s argument that \_\_\_\_\_ is supported by \_\_\_\_\_ who writes, “\_\_\_\_\_”

The evidence from \_\_\_\_\_ substantiates that conclusion.

That conclusion is supported by the evidence from \_\_\_\_\_ which states \_\_\_\_\_

\_\_\_\_\_ approves this position because \_\_\_\_\_.

\_\_\_\_\_ endorses that idea because \_\_\_\_\_. \_\_\_\_\_ also endorses this position.

### **Language for stating how one source/person DISAGREES with another**

\_\_\_\_\_ disagrees with the author that \_\_\_\_\_

\_\_\_\_\_ offers a dissenting point of view when s/he writes \_\_\_\_\_

\_\_\_\_\_ refutes that opinion in (*cite article/or give quote*).

\_\_\_\_\_ contests the assumption made by \_\_\_\_\_ that \_\_\_\_\_

This position is refuted by \_\_\_\_\_ who states that, “...”)

\_\_\_\_\_ also counters that point of view (position/argument) when s/he writes, “...”.

Additional evidence to refute this argument/position/conclusion is provided in \_\_\_\_\_.

Author’s name provides dissenting evidence in source. S/he states, “...”

The chart in \_\_\_\_\_ presents contradictory evidence. It shows that \_\_\_\_\_

While (*author/source*) states that, an alternative point of view is \_\_\_\_\_

That argument is contradicted by \_\_\_\_\_ (*author who states. “\_\_\_\_\_”*)OR (*source which reflects \_\_\_\_\_*)

A counter argument is presented by \_\_\_\_\_ who contends that \_\_\_\_\_.

This conclusion is disproved by \_\_\_\_\_. OR \_\_\_\_\_ disproves this conclusion.

A divergent point of view is presented by \_\_\_\_\_ who attests that \_\_\_\_\_

A conflicting conclusion was drawn by \_\_\_\_\_ who/which asserts that \_\_\_\_\_



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## Literature Review Templates:

### How to Present What 'They' Say

*The following templates help writers introduce and discuss sources ('they') when writing a literature review. Additionally, these templates help writers summarize and synthesize the arguments and ideas of their sources in order to help the writer establish credibility and provide a solid background for a research paper or project.*

## THEY SAY: Reporting what authors are saying about a topic

### VERB TENSE & SOURCES

- **APA:** In APA, when you discuss cited sources, you are required to use PAST TENSE (e.g., Smith **argued**) or PRESENT PERFECT TENSE (e.g., Smith [and Jones] **has [have] argued**). See pg. 33 in the APA Manual for more information.
- **MLA:** Generally, in MLA, when you discuss cited sources, use PRESENT TENSE (e.g. Smith **believes**). PRESENT PERFECT TENSE can also be used, but definitively there are no rules for verb tense and sources in the MLA Handbook.

### Introducing an Ongoing Debate

#### APA

- In discussion of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argued \_\_\_\_\_. On the other hand, \_\_\_\_\_ contended \_\_\_\_\_. Some researchers, such as \_\_\_\_\_, have maintained \_\_\_\_\_.

#### MLA

- When it comes to the topic of \_\_\_\_\_, most of expert/scholars/researchers will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.

### Templates for Introducing What "They Say"

- A number of sociologists have recently suggested that X's work has several fundamental problems. [*The underlined word can be replaced with other nouns appropriate to your field of study—researchers, scientists, politicians, feminists, etc.*]
- It has become common today to dismiss X's contribution to the field of \_\_\_\_\_.
- In their recent work, Y and Z have offered harsh critiques of X for \_\_\_\_\_.

### Templates for Introducing "Standard Views"

Standard views are views that have become so widely accepted that by now it is essentially the conventional way of thinking about a topic. [*The underlined word can be replaced with other nouns appropriate to your field of study—researchers, scientists, politicians, feminists, etc.*]

- Americans today tend to believe that \_\_\_\_\_.
- Conventional wisdom has it that \_\_\_\_\_.
- The standard way of thinking about topic X has been \_\_\_\_\_.
- Many students assume that \_\_\_\_\_.

## Introducing Quotations and Summaries

### APA [notice the verbs are past tense]

- She demonstrated that \_\_\_\_\_.
- In X's study of \_\_\_\_\_, she found that \_\_\_\_\_.
- They argued \_\_\_\_\_.

### MLA [notice the verbs are in present tense]

- \_\_\_\_\_, he admits.
- He states, \_\_\_\_\_.

## Verbs for Introducing Summaries and Quotations

### Verbs for Making a Claim

Argue	Insist
Assert	Observe
Believe	Remind us
Claim	Report
Emphasize	Suggest

### Verbs for Questioning or Disagreeing

Complain	Question
Complicate	Refute
Contend	Reject
Contradict	Renounce
Deny	Repudiate
Deplore the tendency to	
Disavow	

### Verbs for Expressing Agreement

Acknowledge	Endorse
Admire	Extol
Agree	Praise
Celebrate the fact that	Reaffirm
Corroborate	Support
Do not deny	Verify

### Verbs for Making Recommendations

Advocate	Implore
Call for	Plead
Demand	Recommend
Encourage	Urge
Exhort	Warn

## Frame Every Quote

Since quotations do not speak for themselves, you need to build a frame around them in which you do that speaking for them. You need to make a 'quotation sandwich' [*Introduction-quotation-explanation*]. Introduce the quotation adequately by explaining who is speaking and setting up what the quotation says. Then follow up with explaining why you consider the quotation important and what you take it to say. [*The () represents the placement of your in-text citation.*]

## For introducing quotations

### APA

- X (year) stated, " \_\_\_\_\_ " (p. #).
- As the prominent researcher/scholar X (year) put it, " \_\_\_\_\_ " (p. #).
- According to X (year), " \_\_\_\_\_ " (p. #).
- X (year) himself wrote, " \_\_\_\_\_ " (p. #).
- In her book, \_\_\_\_\_, X (year) maintained that " \_\_\_\_\_ " (p. #).

### MLA

- In X's view, " \_\_\_\_\_ " (page #).
- X agrees when she writes, " \_\_\_\_\_ " (page #).
- X disagrees when he writes, " \_\_\_\_\_ " (page #).
- X complicates matters further when she writes, " \_\_\_\_\_ " (page #).

**For explaining quotations**

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X's point is that \_\_\_\_\_.
- The essence of X's argument is that \_\_\_\_\_.

**DO NOT** introduce quotations by saying something like "X asserts an idea that" or "A quote by X says." Introductory phrases like these are both redundant and misleading.

**Additional Resources**

American Psychological Association. *Publication Manual of the American Psychological Association*.

5<sup>th</sup> ed. Washington, D.C.: American Psychological Association, 2001. Print.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*.

New York: W. W. Norton & Company, 2006. Print.

Modern Language Association of America, The. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed.

New York: The Modern Language Association of America, 2009. Print.

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Created by Keva Sherven for the UWC—April 2010

Most of the examples are taken directly from *They Say, I Say* by Graff & Birkenstein



## Templates to Declare the Writer's Position:

### How to Present What 'I' Say

*The following templates help writers introduce and discuss your own ideas as a writer ('I') when writing a paper that requires the writer's response to or stance/position on a topic. Furthermore, these templates help writers agree, disagree, or both agree and disagree with sources in order to declare their position relative to the views they've summarized or quoted.*

**I SAY:** a writer offering his/her own argument as a response to what 'they' said

**Experienced writers know how to express their thoughts. Since academic writing, broadly speaking, is argumentative, college writers need to argue well. Thus, writers need to be able to assert their own ideas as well as enter the ongoing conversation (they say) of a topic and use the ideas of others as a launching pad for furthering their ideas. Many times the use of "I" is appropriate; however, check with your professor.**

#### Disagreeing, with Reasons

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts himself/can't have it both ways. On the one hand, he argues \_\_\_\_\_. But on the other hand, he also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don't need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

#### Agreeing

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X is surely right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it shed insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.

#### Agreeing and Disagreeing Simultaneously

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- I'm of two minds about X's claims that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's arguments about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

### Signaling who is Saying What in Your Own Writing

“I” can be used in well-grounded and well supported arguments just as those that don’t use “I”. Some occasions may warrant avoiding first person (“I”). Overuse of “I” can also result in a monotonous series of “I” statements—“I believe, I think, I argue”. It is a good idea to mix first-person assertions with assertions that signal your position without using “I”.

- X argues \_\_\_\_\_.
- According to both X and Y \_\_\_\_\_.
- Politicians, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- X is right that \_\_\_\_\_.
- X’s assertion that \_\_\_\_\_ does not fit the facts.
- Anyone familiar with \_\_\_\_\_ should agree that \_\_\_\_\_.
- But \_\_\_\_\_ are real, and are arguably the most significant factor in \_\_\_\_\_.

### Templates for Signaling Who is Saying What in Your Own Writing

- X argues \_\_\_\_\_.
- According to both X and Y, \_\_\_\_\_.
- Politicians, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- X is right that \_\_\_\_\_.
- The evidence shows that \_\_\_\_\_.
- X’s assertion that \_\_\_\_\_ does not fit the facts.
- Anyone familiar with \_\_\_\_\_ should agree that \_\_\_\_\_.
- But \_\_\_\_\_ are real, and are arguably the most significant factor in \_\_\_\_\_.

### Indicate Multiple Perspectives—“I” versus “They” [p.70]

Point-of-view clues in the text that clearly separates the views of the writer (“I”) from those of source authors (“they”).

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

### Entertaining Objections

Notice that the following examples are not attributed to any specific person or group, but to “skeptics,” “readers,” or “many”. This kind of nameless, faceless naysayer is appropriate in some cases.

- Yet some readers may challenge my view that \_\_\_\_\_. After all, many believe that \_\_\_\_\_.  
Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

### Naming Your Naysayers

The underlined words can be interchanged with another specific group.

- Here many feminists would probably object that \_\_\_\_\_.
- But social Darwinists would certainly taken issue with the argument that \_\_\_\_\_.
- Biologists, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both followers and critics of Malcolm X will probably suggest otherwise and argue that \_\_\_\_\_.

### To minimize stereotyping...

- Although not all Christians think alike, some of them will probably dispute my claim that \_\_\_\_.
- Non-native English speakers are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

### Making Concessions While Still Standing Your Ground

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- On the one hand, I agree with X that \_\_\_\_\_. But on the other hand, I still insist that \_\_\_\_\_.

### Indicating Who Cares

Underlined words can be replaced with other groups or references to certain people.

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades], \_\_\_\_\_ suggests that \_\_\_\_\_.
- This interpretation challenges the work of those critics who have long assumed that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- These findings challenge dieters' common assumption that \_\_\_\_\_.
- At first glance, teenagers might say \_\_\_\_\_. But on closer inspection.

### Why Your Claim Matters

- X matters/is important because \_\_\_\_\_.
- Although X might seem trivial, it is in fact crucial in terms of today's concern over \_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.

### So What and Who Cares

- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

### Page References for *They Say, I Say*

- Pages 1-47 contain "They Say" templates and explanations
- Pages 51-97 contain "I Say" templates and explanations
- Pages 101-135 contain "Tying it All Together" templates and explanations
- Pages 163-176 contain the Index of Templates use in the book

### Additional Resources

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: W. W. Norton & Company, 2006. Print.

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Most of the examples are taken directly from *They Say, I Say* by Graff & Birkenstein

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